| LAS | Peer | Source of Evidence | | | | | | | |
|-----------------|----------------|-------------------------------------|------------------------|-----------------------------|-----------------------------|-----------------------------|------------|--------------|--------|
| Principles | Reviewer | | List supporting evider | nce: | | Curriculum docume | nts aligne | ed with | 9-12 |
| | Question | | | | | ELA | FN-4 | 5-0 | 9-12 |
| Coherence | What steps | Curriculum | | | | Health/Physical | | | |
| Conerence | | | | | | Education | | | |
| | have been | documents | | | | Mathematics | | | |
| Fairness | taken to | | | | | Science & Technology | | | |
| (Opportunity to | ensure that | Course of study | | | | Social Studies | | | |
| learn) | all students | documents | | | | | | | |
| | have the | accamonto | | | | | | | |
| | opportunity to | Communication | | | | | | | |
| | | Communication | List missing evidence | : - | | | | | |
| | learn, | guidance on | | | | | | | |
| | develop and | pathways to | | | | | | | |
| | demonstrate | ensure | A | | | | | | |
| | the | opportunity to | | | | | | | |
| | knowledge | learn | | | | | | | |
| | and skills in | loui.ii | | | | | | | |
| | Maine's | | | | | | | | |
| | Learning | | | | | | | | |
| | Results? | Evidence of | | Extent to V | Vhich Evidence | is Prosent | | | |
| | Results? | Accomplishment | | EXIGHT TO V | VIIICII EVIGENCE | is i resent | | | |
| | | Accomplishment | | اممالمها: | | | | | |
| | (All = regular | TI DIC 1 TO | | indica | ite your general | rating: | | | |
| | education, | The PK-4 – 5-8 | | | | | | | |
| | special | curriculum sequence | - | | 1 | | | | |
| | education, | and the 9-12 programs | 1 | 2 | 3 | 4 | | 5 | |
| | vocational | of study for each of the | The evidence | The evidence | The evidence | The evidence | | videnc | е |
| | education, | 5 disciplines include | does not demonstrate | demonstrates accomplishment | demonstrates accomplishment | demonstrates accomplishment | clearly | / nstrate | e |
| | alternative | courses/ course | accomplishment | of a few aspects | of about half of | of most aspects of | | nplishm | _ |
| | | sequencing that | of any aspect of | of the principle/ | the aspects of the | the principle/ | | aspects | |
| | education) | correspond to the | the principle/ | criterion. | principle/criterion. | criterion. | the | · | |
| | | content standards of the | criterion. | | | | princip | ole/crite | erion. |
| | | Learning Results to | | | | | | | |
| | | provide the opportunity | | | | | | | |
| | | for all students to learn | | | | | | | |
| CONT. | | the knowledge and skills | | | | | | | |
| | | in the <i>Learning Results</i> . | | | | | | | |
| | | | | | | | 1 | | |

| LAS Principles | Peer Reviewer Question | Source of Evidence | List supporting evice | dence: | or | ssessments offered portunity to learn? Content Area | | | ence of | | |
|-------------------|------------------------------|--|---|---|--|---|---------------------|--|--------------|--|--|
| CONT. | | 5 sample assessments (including locally developed or adapted assessments) from across 5 content areas and 3 grade spans; curriculum and instruction artifacts used to develop skills and knowledge for each assessment | List missing eviden | ce: | | Health/Physical Education Mathematics Science & Technology Social Studies O = assessment provides instruction opportunity to demonstrate opportulearn | | | vide | | |
| | | Evidence of Accomplishment | | | o Which Eviden cate your gener | idence is Present eneral rating: | | | | | |
| | | The 5 sample assessments with the artifacts of curriculum and instruction represent an adequate opportunity for students to demonstrate the | The evidence does not demonstrate accomplishment of any aspect of | 2 The evidence demonstrates accomplishment of a few aspects of the principle/ | The evidence demonstrates accomplishment of about half of the aspects of the | 4 The evidence demonstrates accomplishmen of most aspects of the principle/ | dem acco aspe | evider onstra omplish ects of | nment of all | | |
| | | knowledge and skills in the <i>Learning Results</i> . | the principle/ criterion. | criterion. | principle/criterion. | criterion. | | | | | |

| LAS | Peer | Source of Evidence | List supporting svis | danaa. | | | | | |
|--------------|----------------|------------------------|-----------------------|---------------------------|---------------------------|------------------------------|------|---------------------|--------------|
| Principle & | Reviewer | | List supporting evic | Jence. | Г | Content Area | PK-4 | 5-8 | 9-12 |
| Criterion 1 | Question | | | | | LA | | | |
| Sufficiency | Has the SAU | Description of | | | | lealth/Physical Education | | | |
| | selected a | process (i.e. DOE | | | | Mathematics | | | |
| Assessment | collection of | Balance of | | | | Science & | | | |
| | | | | | Т | echnology | | | |
| Type- | assessments | Representation | | | S | Social Studies | | | |
| Selection | to meet the | or local method) | | | | | | | |
| and | rules for this | List of prioritized | | | | | | | |
| Distribution | principle/ | performance | | | | | | | |
| | criterion? | indicators at each | List missing eviden | ce: | | | | | |
| | ontonon. | | · · | | | | | | |
| | | grade span for | | | | | | | |
| | | each of the 5 | | | | | | | |
| | | content areas. | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | Evidence of | | Extent to | Which Eviden | ce is Present | ŀ | | |
| | | Accomplishment | | Extonett | VVIIION EVIGOR | 00 10 1 100011 | • | | |
| | | Accompliantient | | indi | cate your genera | al rating: | | | |
| | | Description of a | | iiidi | cate your genera | arrating. | | | |
| | | • | | | | | | | |
| | | process to prioritize | | _ | _ | T | | | |
| | | performance | 1 | 2 | 3 | 4 | | | 5 |
| | | indicators; a list of | The evidence does not | The evidence demonstrates | The evidence demonstrates | The evidence demonstrates | | e evidei nonstra | nce clearly |
| | | indicators for each | demonstrate | accomplishment | accomplishment of | accomplishmen | | | hment of all |
| | | grade span for each of | accomplishment | of a few aspects | about half of the | of most aspects | | ects of | |
| CONT. | | the 5 content areas. | of any aspect of | of the principle/ | aspects of the | of the principle/ | | | riterion. |
| | | | the principle/ | criterion. | principle/criterion. | criterion. | | | |
| | | (LAS Guide, Pg. 9) | criterion. | | | | | | |
| | | (2,10 Galac, 1 g. 0) | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

| LAS Principle & Criterion 1 CONT. | Peer Reviewer Question | Source of Evidence Content Area / Grade Span Templates (15) | List supporting evic | dence: | Content ELA Health/I Educati Mathem Science Techno | Physical on natics | 5-8 9-12 |
|-----------------------------------|------------------------------|--|--|---|--|--|--|
| | | | List missing eviden | ce: | | | |
| | | Evidence of Accomplishment A collection of at least 8 assessments have been identified for each content area and includes: | | | Which Evidenco | | |
| | | At least one measure of | 1 The evidence | 2 The evidence | 3 The evidence | 4 The evidence | 5 The evidence |
| | | each content standard. At least 5 measures for each content cluster. A variety of assessment types for each school level reporting category. | does not demonstrate accomplishment of any aspect of the principle/ criterion. | demonstrates accomplishment of a few aspects of the principle/ criterion. | demonstrates accomplishment of about half of the aspects of the principle/criterion. | demonstrates accomplishment of most aspects of the principle/ criterion. | clearly demonstrates accomplishment of all aspects of the principle/criterion. |

| Criterion 2 | Peer Reviewer Question | Source of Evidence | List supporting evid | dence: | | | |
|---------------|--|---|---|--|---|---|---|
| Comparability | Has the SAU ensured that similar judgments of student performance in a content area reflect similar levels of proficiency in terms of the content and skills as identified in Maine's Learning | Templates with common assessments labeled for the 5 content areas and 3 grade spans | List missing eviden | | | | |
| | Results? | Evidence of Accomplishment At least 75% of each collection of | | | Which Evidenc ate your general | | |
| | | assessments used for | 1 | 2 | 3 | 4 | 5 |
| CONT. | | certification are common assessments. | The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion. | The evidence demonstrates accomplishment of a few aspects of the principle/ criterion. | The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion. | The evidence demonstrates accomplishment of most aspects of the principle/ criterion. | The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion. |

| Criterion 2 | Peer Reviewer Question | Source of Evidence | List supporting evid | dence: | | | |
|-------------|------------------------------|--|---|--|---|---|---|
| CONT. | | Policy documents for alternate assessment /accommodations and sample assessments. 2 sample IEPs (names removed) | List missing eviden | ce: | | | |
| | | | R | | | | |
| | | Evidence of Accomplishment | | Extent to | Which Evidend | e is Present | |
| | | Measure all students | | indica | ate your genera | l rating: | |
| | | against the same | 1 | 2 | 3 | 4 | 5 |
| | | standards, providing appropriate accommodations or alternate assessments as necessary. (LAS Guide, Pg. 15) | The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion. | The evidence demonstrates accomplishment of a few aspects of the principle/ criterion. | The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion. | The evidence demonstrates accomplishment of most aspects of the principle/ criterion. | The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion. |

| Criterion 2 | Peer Reviewer Question | Source of Evidence | List supporting evic | dence: | | | |
|-------------|------------------------------|---|---|--|---|---|---|
| CONT. | | Sample assessments (with scoring guides if used) Conversion protocol | | | | | |
| | | | List missing eviden | ice: | | | |
| | | Evidence of Accomplishment | | | Vhich Evidenc Ite your general | | |
| | | All scores for each | 1 | 2 | 3 | 4 | 5 |
| | | performance indicator will be placed on a 4-point scale. (LAS Guide, Pg 15) | The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion. | The evidence demonstrates accomplishment of a few aspects of the principle/ criterion. | The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion. | The evidence demonstrates accomplishment of most aspects of the principle/ criterion. | The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion. |
| | | | | | | | |

| Criterion 3 | Peer Reviewer Question | Source of Evidence | List supporting evidence: | | | |
|-------------|--|--|---|---|---|---|
| Replacement | Is there an SAU replacement policy allowing all students to replace low | Replacement Policy | List missing evidence | | | |
| | performance on an assessment | Evidence of Accomplishment | | hich Evidenc | | |
| | with better performance on another assessment (within the set of assessments for certification?) | A replacement policy is in place at each grade span and for each of the 5 content areas that includes: The opportunity for a student to replace a low performance with a better performance across the collection of assessments for each content area. A provision that replacements ensure a variety of types, the belief that form follows function, and maintains the distribution across the content area. How many times, when, and under what circumstances a student is allowed to replace based on the Purpose of Replacement. The opportunity for additional instruction/remediation required before the replacement. (LAS Guide, Pg. 18) | The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion. The evidence demonstrates accomplishment of a few aspects of the principle/ criterion. | The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion. | 4 The evidence demonstrates accomplishment of most aspects of the principle/ criterion. | The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion. |

| Criterion 4 | Peer Reviewer Question | Source of Evidence | List supporting evid | dence: | | | |
|--------------------------|--|---|---|--|---|---|---|
| Performance Standards | Has the SAU made a decision about the performance standards to be applied? | Performance Standards Set/ Policy Document | List missing eviden | nce: | | | |
| | | Evidence of Accomplishment A set of performance | nF | 14 | Vhich Evidenc | | |
| | | standards to apply for certification purposes has been identified by the SAU. (LAS Guide, Pg. 4) | The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion. | The evidence demonstrates accomplishment of a few aspects of the principle/ criterion. | The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion. | 4 The evidence demonstrates accomplishment of most aspects of the principle/ criterion. | The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion. |

| Criterion 5 | Peer Reviewer Question | Source of Evidence | List supporting evic | dence: | | | |
|---------------------|---|---|---|---|---|---|---|
| Public Reporting | Is the SAU prepared to report the performance levels of its students in the 5 content areas at the 3 grade spans? | Policy for Reporting Sample Reporting Format | List missing eviden | ice | | | |
| | spans? | Evidence of Accomplishment | | | Which Evidenc ate your general | | |
| | | The SAU is prepared to report to the public | 11 | 2 | 3 | 4 | 5 |
| | | the percentage of students in each of the 4 performance levels in each content area at each grade span school level information for the 5 content areas at the | The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion. | The evidence demonstrates accomplishment of a few aspects of the principle/criterion. | The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion. | The evidence demonstrates accomplishment of most aspects of the principle/ criterion. | The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion. |
| | | end of each grade span at a greater | | | | | |
| | | specificity than the content area | | | | | |
| | | (LAS Guide, Pg. 25) | | | | | |

| Chapter 127 | Peer Reviewer Question | Source of Evidence | List supporting ev | | |
|--|---|---|---|--|--|
| Standards for Local Assessments and Local Assessment Systems (Chapter 127 Sec. 4.02) | Has the SAU developed the policies/plans for local assessment systems listed in Chapter 127 Instructional Program, Assessment, and Diploma Requirements-Section 4.02? | Graduation Policy Policy regarding role of MEA Professional Development Plan Communication Strategy Plan Data Management Plan Implementation of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts Plan Evidence of Accomplishment Policies and plans required by Chapter 127 Instructional Program, Assessment, and Diploma Requirements | The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion. | 3 The evidence demonstrates accomplishment of about half of the aspects of the principle/ criterion. | The evidence clearly demonstrates accomplishment of all aspects of the principle/ criterion. |